

Childminder report

Inspection date: 8 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and settled at the childminder's home. They are independent and are eager to join in with the interesting activities that the childminder plans for them. Children are excited to find a caterpillar in the garden. They read a book about a caterpillar, learning about life cycles. Children smile in amazement as they hear that the caterpillar will turn into a butterfly. They go on to make their own caterpillar out of craft materials. Children behave well and are polite. The childminder is a positive role model and she encourages children to say 'please' and 'thank you'.

Children learn about healthy lifestyles. They talk about the importance of brushing their teeth twice a day. They remind each other by saying 'We need to wash the sugar off'. Children grow their own healthy produce. For example, they are excited to watch the progress of their grapes, blackberries and raspberries. Children have good opportunities to support the development of their physical skills. They learn to move in different ways during dance and gymnastic activities. Children enjoy mathematical activities and they develop skills to support their future learning. For instance, they play a shape matching game. Children recognise more difficult shapes, such as ovals and hexagons, with confidence.

What does the early years setting do well and what does it need to do better?

- The childminder knows children and their individual likes and dislikes well. This helps her to plan activities that she knows children will enjoy. Overall, children remain engaged and motivated to learn. The childminder establishes positive and trusting relationships with all children. They have a good sense of belonging and positive levels of well-being. For instance, they enjoy the company of the childminder. There are lots of smiles and laughter as they play happily together.
- The childminder evaluates her practice effectively. She takes into consideration the interests of children. She uses her findings to support her future plans. The childminder routinely builds on her skills and knowledge. She completes a wide range of training beneficial to her practice. For example, she has learned about the different ways children play and learn. The childminder carries out independent reading to remain informed. This includes developing her understanding of how to ensure that the toys she provides are safe and suitable for purpose.
- During activities, children remain interested in their learning. However, during changes in activities and routine, such as moving from indoors to outdoors, the children do not fully understand what is expected of them. The childminder does not clearly discuss with them what is happening and what they are going to do next. Therefore, at times, children appear a little distracted during these times of change.

- The childminder builds and maintains secure relationships with parents. She communicates well with them and keeps them fully involved and informed. The childminder shares daily photos with parents of their children enjoying their learning. She shares helpful ideas with parents to support children at home. For example, she provides parents with useful toilet-training tips.
- Overall, the childminder supports children to develop some good communication skills. Children enjoy a wide range of books and singing activities. They are confident to communicate their ideas. For example, they make up scenarios during imaginative play and share these with their friends. However, the childminder does not give children enough time to think and then respond to the good, thought-provoking questions she asks them.
- The childminder supports children who speak English as an additional language well. Children sing songs in both English and Polish. They have a variety of opportunities to develop a good understanding of other people from around the world, including language and the celebrations traditional to other countries and cultures. For example, children learn about Diwali, the festival of lights.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and child protection. She knows who to contact to seek advice and follow up any potential concerns. The childminder keeps her knowledge up to date. For instance, she routinely reads any safeguarding updates and keeps her training up to date. The childminder completes regular risk assessments to ensure that her home is safe. For example, she carries out a thorough cleaning routine for the equipment children use. This is to help minimise the risk of COVID-19 (coronavirus). Children are encouraged to learn how to manage risks and keep themselves safe. For instance, on regular trips to the park, they confidently use more challenging equipment, such as climbing walls, safely.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- be confident to explain to children what is expected of them during changes in activity and routines, to ensure that they fully understand what they are going to do next
- provide consistent support for children to further develop their growing communication skills and give them enough time to think and then answer questions.

Setting details

Unique reference number	EY559235
Local authority	Kent
Inspection number	10190482
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She is located in Maidstone, Kent. The childminder cares for children from Monday to Friday, from 7.30am to 6pm, term time only. The childminder receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The inspector carried out a learning walk with the childminder. The inspector assessed the impact of the quality of the childminder's interactions and the learning opportunities she provides children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the childminder and children at convenient times and considered their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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